U.S. Department of Education
Title I, Part D Coordinators
National Conference

CONFERENCE PROGRAM

Maximizing Student Outcomes and Title I, Part D Resources Through Collaboration

June 4–6, 2019

American Institutes for Research
Washington, D.C.

The National Technical
Assistance Center
for the Education of
Neglected or Delinquent
Children and Youth (NDTAC)

We would like to recognize the time and effort of the conference planning committee, which consists of Title I, Part D (Part D) coordinators from eight States. We appreciate their dedication and input throughout the conference planning process.

Valerie-Ashton Thomas Maryland Part D Coordinator	**Daniel Froemel** Tennessee Part D Coordinator
Karen Auble Ohio Part D Coordinator	**Pat Frost** Nebraska Part D Coordinator
Dawn Carmody Michigan Part D Coordinator	**Brian Moore** Delaware Part D Coordinator
Evangeline Casinas Hawaii Part D Coordinator	**Karen Steinhaus** California Part D Coordinator

The information in this program is for the U.S. Department of Education's (ED's) 2019 Title I, Part D Coordinators National Conference, hosted by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) at the American Institutes for Research (AIR) in Washington, D.C. Information and materials presented at this conference are provided as resources and examples for participants' convenience. Inclusion of this information does not constitute an endorsement by ED of any products or services offered or views expressed. The programs, practices, and interventions discussed or shown in the presentations are not intended to mandate, direct, or control a State's, local education agency's (LEA's), or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any policies, practices, instructional content, achievement system and assessments, curriculum, or program of instruction that they wish, so long as they meet the statutory requirements of applicable legislation.

AIR®

AMERICAN INSTITUTES FOR RESEARCH®

Dear Part D Coordinators,

Welcome to the 2019 U.S. Department of Education (ED) Title I, Part D Coordinators National Conference, *Maximizing Student Outcomes and Title I, Part D Resources Through Collaboration.* The conference is a signature event for the neglected or delinquent community. It is our hope that you enjoy our time together, network with your peers, determine how ED and NDTAC can assist you after the conference, and leave invigorated to tackle the many tasks ahead!

We are excited to bring together Part D coordinators, representatives from ED and NDTAC, other Federal agencies, and experts from the field. On Tuesday, June 4, Frank Brogan, ED's Assistant Secretary for Elementary and Secondary Education, will deliver welcoming remarks. Our keynote speaker will be Peter Forbes, Commissioner of the Massachusetts Department of Youth Services, who will present how he and others in the Bay State have collaborated to improve correctional education for youth who are delinquent. Commissioner Forbes will be the first State agency chief to serve as a keynote speaker at our national conference. On Wednesday, June 5, Administrator Caren Harp of the Office of Juvenile Justice and Delinquency Prevention will be our featured guest and will discuss the Juvenile Justice Reform Act of 2018 and its implications for juvenile justice systems across the United States as well as correctional education programs. We are honored to host such high-profile representatives as Assistant Secretary Brogan, Commissioner Forbes, and Administrator Harp at this year's conference.

Interspersed across all three days of the conference, multiple sessions will feature staff from ED's Office of Student Support and Accountability, including Faatimah Muhammad, Supervisory Education Program Specialist; John McLaughlin, Education Program Specialist; and Libby Witt, Education Program Specialist. They will offer their thoughts on successfully administering Part D programs as well as a listening session and opportunity to hear from the Office of General Counsel at ED. Based on feedback received from previous conferences, ED and NDTAC also have found multiple opportunities to host formal and informal networking sessions for Part D coordinators to connect with their peers. These opportunities to connect with staff from ED, NDTAC, and each other are critically important and a feature of the conference this year.

Throughout the rest of the conference, we have a variety of sessions on key topics that require collaboration and coordination to achieve success for youth who are neglected or delinquent. On both Tuesday and Wednesday, David Osher, Principal Investigator of NDTAC, and Kathleen Guarino of the National Center on Safe and Supportive Learning Environments will host a plenary and support breakout sessions on Understanding the Social-Emotional and Trauma-Related Needs of Youth in Secure Settings. On Wednesday, a second plenary and breakout session will delve into data-based decision making in correctional education, with a focus on using data reporting for Part D in program evaluation. On Thursday, June 6, we will host Ramón de Azua of Keleher & Associates and Nicholas Read, a former NDTAC technical assistance team member and senior researcher at AIR, as they present the new report, *Promoting Education and Transition Success for Neglected and Delinquent Youth: An Evaluation of the Title I, Part D Program Study* (2019) and findings from the NDTAC Title I, Part D National Survey conducted in 2018.
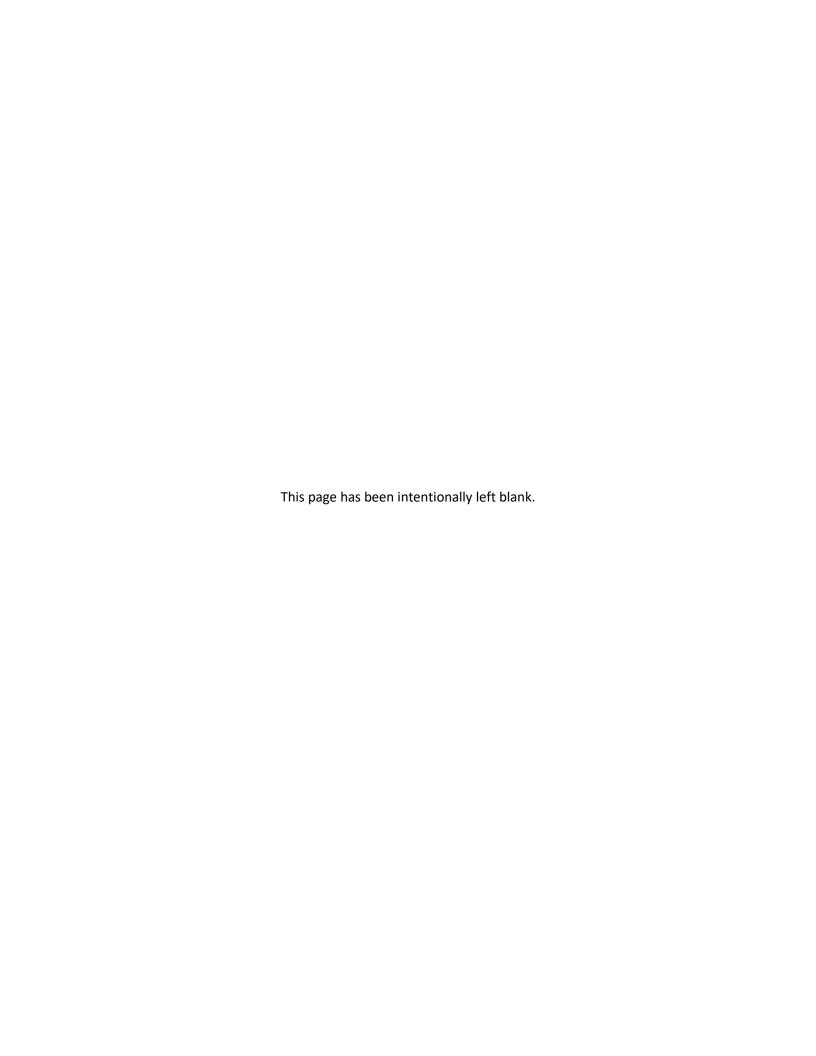
ED and NDTAC are thrilled that you have joined us for the conference! Staff from ED and NDTAC, and your peers on the conference planning committee, have worked hard to organize an agenda that should be informative, thought provoking, and useful to each of you in your roles. The conference is the highlight of our year because it is one of the rare opportunities to meet newly appointed coordinators and others working with Part D programs; become reacquainted with seasoned coordinators; work more closely with our experts; and collaborate with our Federal partners.

We hope the conference exceeds your expectations and look forward to working with you when you return home.
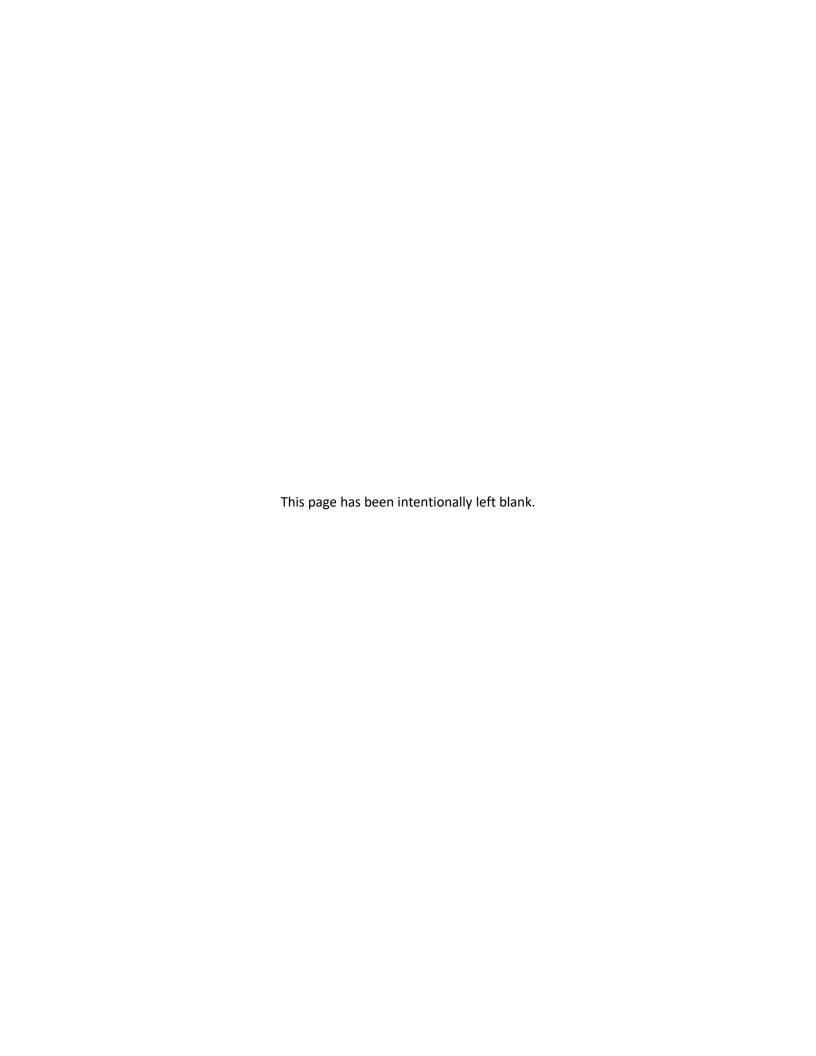
Again, welcome and enjoy the conference.

U.S. Department of Education
National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

This page has been intentionally left blank.

Contents

This page has been intentionally left blank.

Agenda

Tuesday, June 4	
8:30 a.m.–5:00 p.m.	**Registration**
	Pre-Conference Agenda
9:00–11:00 a.m. **LOCATION:** 200 C	**Pre-Conference Workshop: New Coordinators Orientation** (Invitation Only) During this session, new neglected or delinquent (ND) Coordinators will receive an overview of Title I, Part D (Part D); the U.S. Department of Education (ED), Office of School Support and Accountability (OSSA); and the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC). ND Coordinators will also learn about their key roles and responsibilities in administering Part D, with a focus on program planning and funding and data collection, reporting, and use of funds. Participants will have access to a panel of seasoned ND Coordinators who will attend the session and lend their expertise. As part of the session, new ND Coordinators will also be able to meet and network with other new colleagues, the NDTAC Technical Assistance (TA) Team, and staff from ED. **Moderator**: Katie Penkoff, NDTAC **Note:** This session is for coordinators who have been in their role for *less than 18 months* at the time of the conference.
9:00–11:00 a.m. **LOCATION:** 200 A/B	**Pre-Conference Workshop: Building High-Quality Title I, Part D Programs** (Invitation Only) This strategy session will include semi-structured, facilitated discussions focused on how States conduct data reviews, prepare for Federal and subgrantee monitoring, and provide and respond to corrective actions. Seasoned ND Coordinators will also discuss conducting deeper programmatic reviews and effective approaches to collaboration with other State agencies—including child welfare and juvenile justice agencies—and identifying types of facilities and potential additional Part D-eligible facilities and programs. Participants will also explore resources from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and essential State partners. **Moderator**: Rob Mayo, NDTAC **Note:** This session is for coordinators who have been in their role for *12–18 months or longer* at the time of the conference.
11:00–11:15 a.m.	**Break**

Tuesday, June 4	
11:15 a.m.–12:00 p.m.	**ND Communities Networking Session** Following the pre-conference sessions for new and seasoned ND Coordinators, this session provides the first opportunity at the conference for Coordinators to gather in their ND Communities and connect with each other. The session will include a brief icebreaker activity and then progress into a debrief on highlights from the preceding sessions. **Gold Community,** David Blumenthal, NDTAC; **LOCATION:** 4117/4118 **Salmon Community,** Rob Mayo, NDTAC; **LOCATION:** 200 A/B **Teal Community,** Katie Penkoff, NDTAC; **LOCATION:** 200 C
12:00–2:00 p.m. **LOCATION:** Meet in Lobby	**Networking Lunch** Participants will gather at one of several nearby restaurants to discuss topics of common interest related to Title I, Part D. Topics may include determining facility eligibility, conducting subgrantee monitoring, and others. Sign-up sheets for each restaurant/topic will be available at registration. **Note:** Meal costs are the responsibility of conference participants.
	Main Conference Agenda
2:00–3:00 p.m. **LOCATION:** 200 A/B/C	**Conference Welcome** **Moderators**: • Simon Gonsoulin, Project Director, NDTAC • Faatimah Muhammad, Supervisory Program Specialist, ED, OSSA **Speakers**: • Frank Brogan, Assistant Secretary for Elementary and Secondary Education, ED, to deliver the official welcome address from ED • John McLaughlin, Education Program Specialist, ED, OSSA • David Osher, Principal Investigator, NDTAC
3:00–3:45 p.m. **LOCATION:** 200 A/B/C	**Keynote Presentation: Coordination and Collaboration to Improve Correctional Education for Delinquent Youth** Commissioner Peter Forbes of the Massachusetts Department of Youth Services is the lead for the Positive Youth Outcomes Committee for the Council of Juvenile Correctional Administrators. He will present ways Massachusetts has collaborated across agencies to improve outcomes for delinquent youth. As a leader of the Massachusetts juvenile justice system, Commissioner Forbes understands the value of a strong educational program in juvenile residential facilities and the critical role it plays in successful reentry. **Moderator**: Simon Gonsoulin, NDTAC **Speaker**: Peter Forbes, Commissioner, Massachusetts Department of Youth Services
3:45–4:00 p.m.	**Break**

Tuesday, June 4	
4:00–5:15 p.m. **LOCATION:** 200 A/B/C	**Plenary I: Understanding the Social-Emotional and Trauma-Related Needs of Youth** This session will address the social-emotional and trauma-related needs of youth, focusing on (1) definitions, (2) needs/challenges (e.g., transition), (3) intersections of social-emotional needs and trauma-informed needs of youth, and implications for program administration, and (4) the *Trauma-Sensitive Schools Training Package* and other related tools and resources. Coordinators will also learn from some of their peers who are working on social-emotional or trauma-related efforts in their States, including Alaska, Maryland, Nebraska, and Rhode Island. **Moderator**: Rob Mayo, NDTAC **Speakers**: • David Osher, NDTAC • Kathleen Guarino, Senior TA Consultant, National Center on Safe Supportive Learning Environments (NCSSLE)

Wednesday, June 5	
8:30 a.m.–5:30 p.m.	**Registration**
9:00–9:30 a.m. **LOCATION:** 200 A/B/C	**Welcome & Revisiting the Social-Emotional and Trauma-Related Needs of Youth in Secure Settings** After a brief review of the conference agenda and logistics, Kathleen Guarino and David Osher will provide a review of highlights from the plenary presentation, "Understanding the Social-Emotional and Trauma-Related Needs of Youth in Secure Settings," the *Trauma-Sensitive Schools Training Package,* and related tools and resources. Presenters will also provide a brief overview of the breakout session activities to follow. **Moderator**: Simon Gonsoulin, NDTAC **Speakers**: • David Osher, NDTAC • Kathleen Guarino, NCSSLE

Wednesday, June 5	
9:30–10:30 a.m.	**Breakout I: Understanding the Social-Emotional and Trauma-Related Needs of Youth** The breakout sessions will include discussion and action planning around measuring social-emotional indicators and applying the *Trauma-Sensitive Schools Training Package* and other related tools and resources utilized in local programs and facilities. The focus of these interactive small group activities will be on how ND Coordinators can develop action plans around building awareness and capacity, and initiating, deepening or expanding the implementation and integration of social-emotional learning and trauma-informed initiatives within the unique contexts of their respective States. Breakouts will be based on ND Communities, with additional facilitation from Kathleen Guarino of NCCSLE and Simon Gonsoulin of NDTAC floating between breakout groups. **Gold Community,** David Blumenthal, NDTAC; **LOCATION:** 4117/4118 **Salmon Community,** Rob Mayo, NDTAC; **LOCATION:** 200 A/B **Teal Community,** Katie Penkoff, NDTAC; **LOCATION:** 200 C
10:30–10:45 a.m.	**Break**
10:45 a.m.–11:15 a.m. **LOCATION:** 200 A/B/C	**Federal Panel** Representatives of the U.S. Department of Education, Office of Student Support and Accountability will provide an update on recent changes within ED as well as brief remarks on data use to improve programs and interagency coordination for youth who are neglected or delinquent. **Moderator**: Simon Gonsoulin, NDTAC **Speakers**: • Faatimah Muhammad, ED, OSSA • John McLaughlin, ED, OSSA • Libby Witt, ED OSSA
11:15 a.m.–12:30 p.m. **LOCATION:** 200 A/B/C	**The Juvenile Justice Reform Act and Implications for Correctional Education** This presentation will focus on the *Juvenile Justice Reform Act of 2018*, major changes resulting from reauthorization, and the implications of these changes for the juvenile justice field and correctional education. This presentation will also provide an overview of OJJDP's Title II Formula Grants Program, OJJDP's State Relations and Assistance Division, Designated State Agencies (DSAs), and State Advisory Groups (SAGs). Finally, areas for coordination and collaboration between DSAs and state educational agencies will be explored. **Moderator**: Katie Penkoff, NDTAC **Speaker**: Caren Harp, Administrator, OJJDP
12:30–2:00 p.m.	**Lunch on Your Own[1]**

---

[1] A list of nearby food trucks and restaurant options will be provided the day of the conference.

Wednesday, June 5	
2:00–3:15 p.m. **LOCATION:** 200 A/B/C	**Plenary II: Data-Based Decision Making in Correctional Education** This presentation will focus on data sources and approaches to analyzing Part D data to improve programs. The presentation will begin with a brief review of data collected to analyze and report the performance of Part D programs, including ED*Facts* and data workbooks produced by NDTAC. The presenters will conclude with a brief introduction of root-cause analysis, including a Fishbone Diagram worksheet and information sources for practices to address the root causes of low-performing programs, such as evidence-based clearinghouses like the *Model Programs Guide* from the Office of Juvenile Justice and Delinquency Prevention (https://www.ojjdp.gov/mpg). **Speakers**: Jake Sokolsky and David Blumenthal, NDTAC
3:15–3:30 p.m.	**Break**
3:30–4:30 p.m.	**Breakout II: Data-Based Decision Making in Correctional Education** This breakout session will help participants identify and overcome common challenges to collecting and using data from their Part D programs. During the session, participants will review the fundamental roles and responsibilities for reporting Part D data, and review strategies for improving data collection and reporting as well as using data for program evaluation. Participants will then break into small groups to participate in two activities centered around identifying and addressing common challenges faced in improving data quality and use. **Gold Community,** David Blumenthal, NDTAC; **LOCATION:** 4117/4118 **Salmon Community,** Rob Mayo, NDTAC; **LOCATION:** 200 A/B **Teal Community,** Katie Penkoff, NDTAC; **LOCATION:** 200 C
4:30–5:00 p.m. **LOCATION:** 200 A/B/C	**Wrap-Up and Reflections: Day 2** **Moderator**: Simon Gonsoulin, NDTAC **Speakers**: • Faatimah Muhammad, ED, OSSA • John McLaughlin, ED, OSSA

Thursday, June 6	
9:00–10:00 a.m. **LOCATION:** 200 A/B/C	**Listening Session With ED**
	In this session, ED staff and representatives of the Office of General Counsel (OGC) will provide responses to coordinators' previously submitted questions and present opportunities for coordinators to provide their input as ED prepares to update the non-regulatory guidance (NRG) for Part D. The conversation will include brainstorming on topics to include in the NRG, from program monitoring to providing technical assistance and other topics of interests shared by Coordinators.
	Moderator: Simon Gonsoulin, NDTAC **Speakers**: • Faatimah Muhammad, ED, OSSA • John McLaughlin, ED, OSSA • Mike Anderson, ED, OGC • Josie Skinner, ED, OGC
10:00–11:00 a.m. **LOCATION:** 200 A/B/C	**Results From the 2018 National Title I, Part D Survey and Promoting Education and Transition Success for Neglected and Delinquent Youth: An Evaluation of the Title I, Part D Program Study**
	During this presentation, NDTAC's lead evaluator at Keleher & Associates (survey) and an AIR senior researcher (evaluation report) will unveil the findings from the Part D survey and the Part D evaluation conducted by AIR. Many of the combined findings from the soon-to-be-released *Alignment in Title I, Part D Funded Programs/Facilities With the Guiding Principles for High-Quality Correctional Education* from NDTAC will be highlighted.
	Speakers: • Ramón de Azua, Keleher and Associates • Nicholas Read, American Institutes for Research (former NDTAC technical assistance team lead and member)
11:00–11:15 a.m.	**Break**
11:15 a.m.–1:00 p.m.	**ND Community Working Meetings**
	This session will provide ND Coordinators the opportunity to connect with their peers; debrief on the results of the national evaluation survey and study presented; explore the results of the ND Community-Specific Reports (i.e., Gold, Salmon, and Teal Community State Reports) from the 2018 National Title I, Part D Survey; identify and discuss compelling TA questions received by NDTAC this year; and determine how ND Communities, ED, and NDTAC can better support Coordinators as they oversee their Part D programs in the upcoming year.
	Gold Community, David Blumenthal, NDTAC; **LOCATION:** 4117/4118 **Salmon Community,** Rob Mayo, NDTAC; **LOCATION:** 200 A/B **Teal Community,** Katie Penkoff, NDTAC; **LOCATION:** 200 C
1:00–1:30 p.m. **LOCATION:** 200 A/B/C	**Reflections, Closing, and Adjournment**
	Moderator: Simon Gonsoulin, NDTAC **Speakers**: • Faatimah Muhammad, ED, OSSA • John McLaughlin, ED, OSSA

This page has been intentionally left blank.

Presenter and Staff Bios

Presenters

Frank Brogan serves as the Assistant Secretary for the Office of Elementary and Secondary Education (OESE) at the U.S. Department of Education (ED). He was confirmed by the U.S. Senate on June 25, 2018, after being nominated by President Donald J. Trump on December 11, 2017. Brogan most recently served as chancellor of Pennsylvania's public universities. He began his career as a fifth-grade teacher in Martin County, Florida, and later served as a dean of students, assistant principal, principal, and superintendent before being elected Florida's commissioner of education in 1994. Brogan continued his advocacy for public education when he was elected to serve as lieutenant governor of Florida in 1998 and 2002. After 5 years in that role, he was named president of Florida Atlantic University, a position he held until 2009, when he was selected to serve as chancellor of Florida's public universities. A native of Ohio, Brogan was the first member of his family to attend college, earning a bachelor's degree in education *Magna cum Laude* from the University of Cincinnati and a master's degree in education from Florida Atlantic University.

Ramón de Azua of Keleher & Associates serves as an external consultant providing support to NDTAC on specific tasks such as evaluation, research, and product development. He began his work in the area of education working as a legislative aide to the now senior U.S. Senator from New Mexico, Tom Udall. De Azua left Washington, D.C., for the Commonwealth of Puerto Rico where he served as Director of the Office of Federal Affairs for the Puerto Rico Department of Education under three different administrations. In that position, he led the negotiations and implementation of two compliance agreements with ED and oversaw federal grant management activities for programs under the No Child Left Behind Act and the Every Student Succeeds Act, with a combined annual budget of more than $600 million. De Azua obtained his juris doctor degree from the Catholic University of America's Columbus School of Law in Washington, D.C.

Peter Forbes has served as the commissioner of the Massachusetts Department of Youth Services (DYS) since June 2013. For more than 30 years, Forbes has provided steadfast leadership to the DYS, including such roles as direct care worker, DYS regional director for Boston, DYS assistant commissioner for operations, and deputy commissioner. In this latter role, he managed field operations and ensured quality residential programming, community transition, and supervision critical to the effective daily operations of the DYS. Forbes remains committed to sustaining efforts to ensure that (1) low-risk youth do not penetrate the deep end of the juvenile justice system, and (2) youth in DYS custody receive appropriate services where and when they need them most. Under Forbes' stewardship, the DYS prioritizes improved data entry and quality directed at positive youth outcomes as well as providing valuable educational, employment, and training opportunities for DYS youth. In 2014, Forbes was recognized for his leadership in implementing positive youth development practices, reducing the use of room confinement in residential treatment, and fostering a forum for collaborative learning among national juvenile justice administrators by the Council of Juvenile Correctional Administrator's "President's Award." He received the 2012 "Capstone of the Year" Award from the Center for Juvenile Justice Reform at Georgetown University for his efforts in strengthening the case planning pathway for youth involved in child welfare and juvenile justice systems. Forbes holds a master's degree in human services with a concentration in administration from the College of Public and Community Service at the University of Massachusetts–Boston and an undergraduate degree in sociology from the University of Massachusetts–Lowell.

Kathleen Gaurino is a senior technical assistance consultant at the American Institutes for Research (AIR). Currently, she directs AIR's national training and technical assistance efforts for supporting systemwide and cross-system adoption of a trauma-informed approach in health and human service settings and in education. Her work includes capacity-building projects with individual agencies, schools, and districts; State agencies; Statewide coalitions; and multisystem collaboratives. She also serves as a technical

assistance specialist for multiple Federal initiatives, including the ED's National Center on Safe Supportive Learning Environments (NCSSLE), where she recently developed the *Trauma-Sensitive Schools Training Package* that includes a framework for adopting a universal, trauma-sensitive approach in educational settings. Guarino brings more than 17 years working to address the prevalence and impact of violence and trauma across the lifespan. She has authored many trauma-informed training materials, organizational assessment tools, and program models and curricula, and she provides training and technical assistance on topics such as trauma and trauma-informed care, mental health, case management, vicarious trauma and self-care, and trauma-informed implementation and systems change strategies. She is a licensed mental health clinician with experience providing therapeutic services to children and families in both residential and outpatient settings. Guarino holds a master's degree in counseling psychology from Boston College and a certificate in traumatic stress studies from the Trauma Center in Brookline, Massachusetts.

Caren Harp was sworn in as administrator of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) on January 19, 2018. She is a former director of the National Juvenile Justice Prosecution Center at the American Prosecutors Research Institute. She also served as Chief of the Sex Crimes Prosecution Unit in the Family Court Division of the New York City Law Department. Harp was a member of the American Bar Association's Juvenile Justice Standards Task Force and the National Steering Committee of the Office for Victims of Crime–sponsored Vision 21 Project of the National Council of Juvenile and Family Court Judges. During her 23-year career as a trial lawyer, Harp spent 20 years on the prosecution side of the court system, either prosecuting cases or training prosecutors, and 3 years as a public defender. As a deputy prosecutor, she tried a wide range of cases in criminal and juvenile court, including sexual assault, domestic violence, and capital murder. As a trial attorney for the Arkansas Public Defender Commission, she represented indigent defendants charged with major felonies, including capital murder, and managed attorney caseloads and court coverage in six counties. Prior to being appointed Administrator of OJJDP, she served for 5 years as an associate professor of law at the Liberty University School of Law, where she taught courses on children and the law, evidence, professional responsibility, and trial advocacy. Harp received her Bachelor of Science and master's degrees from the University of Arkansas and her juris doctor degree from the University of Arkansas School of Law. She is admitted to practice in Arkansas and New York.

John McLaughlin, Ed.D., is an education program specialist in the Office of School Support and Accountability (OSSA) within ED's OESE. He has been the Federal coordinator of the McKinney-Vento Education for Homeless Children and Youth Program since March 2008 and for the neglected or delinquent program from 2008 to 2015. He was also a State coordinator for these programs at the Minnesota Department of Education from 2006 to 2008. Dr. McLaughlin has been an educator and administrator in the fields of English as a second language, at-risk education, teacher education, and service learning. He has worked as a teacher at the high school level teaching English as a second language and social studies and later as a teacher educator at the University of Michigan's English Language Institute. Dr. McLaughlin began his career as a counselor at a group home for runaway and at-risk youth in New Haven, Connecticut, in 1988. He received a bachelor's degree in sociology from Yale University; a master's degree in public administration from International Christian University in Tokyo, Japan; and doctorate in education from Temple University with a focus on second language education.

Faatimah Muhammed is a supervisory education program specialist in OSSA, which is part of OESE. Prior to joining ED, she provided leadership at the local level, at the Federal level, and for the private sector. She has worked as an instructional systems specialist and acting branch chief at the U.S. Department of Defense Education Activity, where she managed the student support services and special education branches. In this role, she was responsible for the implementation of gifted education; Advanced Placement (AP); and the AVID (Advancement Via Individual Determination) program for defense schools in Europe, the Pacific, and the United States. Prior to that, she worked as an assistant director for the AVID Center in Colorado. In this role, she supported program implementation in 13 States and British Columbia. She held several

positions in DeKalb County (Georgia) School District, including building-level administrator, instructor, and district level K–12 science coordinator. She holds an education specialist degree in curriculum and instruction from Nova Southeastern University; a master's degree in secondary science education from the University of West Georgia; and a Bachelor of Science degree in biology, with a minor in chemistry, from Georgia State University. She also obtained a certification in education leadership and administration and the Georgia State requirements for school administration and supervision (K–12) and gifted education from the University of Georgia.

Nicholas Read is a senior crime and justice researcher at AIR, where he designs and conducts social science research and evaluation studies and translates research to practice in the areas of crime and delinquency, juvenile and criminal justice, community-based violence prevention, education and public health systems, and addressing the needs of disadvantaged populations. Read currently directs and is a task leader on several Federal and State program evaluations, including the Massachusetts Executive Office of Health and Human Services Evaluation of the Safe Successful Youth Initiative and the National Institute for Justice's Research on Lowering Violence in Communities and Schools. In addition to his research and evaluation work, Read has provided training and technical assistance across many Federal technical assistance centers. Prior to 2016, he led training and technical assistance and coordinated products and webinars for NDTAC. He also previously served as a training and technical assistance specialist for OJJDP's Center for Coordinated Assistance to the States, supporting States' implementation of fair and just juvenile justice practices, as mandated by the Juvenile Justice and Delinquency Prevention Act, and the Substance Abuse and Mental Health Services Administration's Technical Assistance Partnership for Child and Family Mental Health, supporting community-based comprehensive mental health services for youth involved or at risk of involvement with the juvenile justice system. Read received his master's degree in philosophy and social policy from The George Washington University and has a bachelor's degree in political science from Wake Forest University.

Libby Witt, Ph.D., has worked at ED since 2000. She currently serves as an education program specialist in in OSSA within OESE at ED. Before coming to the Department, she taught English literature and composition at the university level. Witt holds a doctorate in English literature from the University of Rochester and a Master's in Public Affairs from the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin.

NDTAC Staff

Leadership

David Osher, Ph.D., is a vice president and Institute Fellow at AIR and principal investigator of NDTAC and NCSSLE and also served in the same role for the National Resource Center on Mental Health Promotion and Youth Violence Prevention. His expertise includes social and emotional learning, school climate, conditions for learning, school discipline and safety, school and community mental health services and interventions, culturally responsive approaches, collaboration, implementation science, and the science of learning and development. Dr. Osher has led many studies and systematic reviews in these areas; chaired expert panels on early warning signs, school safety, implementation science, and prevention; serves on numerous expert panels and editorial boards; and authored or coauthored more than 250 books, monographs, chapters, articles, and reports and 160 peer-reviewed papers and invitational presentations. He received his bachelor's, master's and doctoral degrees from Columbia University and has served as dean of two professional schools of human services and a liberal arts college.

Simon Gonsoulin, NDTAC's director and a principal researcher at AIR, has more than 35 years of experience in education, special education, juvenile justice, and administration. He codirects the Multi-

System Trauma-Informed Collaborative, in partnership with Chapin Hall, and works to address the needs of children of incarcerated parents on the Interagency Working Group for Youth Programs. Gonsoulin served as the juvenile justice resource specialist for the Technical Assistance Partnership, helping communities support the needs of justice-involved youth. As deputy secretary of the Office of Youth Development within the Governor's cabinet in Louisiana, he was the lead administrator for the State's juvenile justice system, including secure care facilities, Statewide probation and parole functions, contracted community-based programming, and a newly created stand-alone State agency of juvenile justice. Prior to that, Gonsoulin was the State director of education for the same office. He has worked in the central office of school districts, schools, and classrooms as a supervisor, principal, and teacher. Gonsoulin holds bachelor's and master's degrees from Louisiana State University with his M.Ed. in administration and supervision.

Michelle Perry is NDTAC's deputy director and a technical assistance consultant at AIR. She has more than 15 years of experience with project management, data collection, and integration of Web-based learning tools for K–12 and adult education. Ms. Perry serves as the task lead of the National Reporting System for Adult Education Support Project's tool development, overseeing the creation of data-based tools, Webinars, and virtual training sessions for State adult education staff, and as the community facilitation task lead for the National Science Foundation's online CS for All Teachers virtual community for computer science educators. Previously, Ms. Perry served as the deputy project director and community manager for the Intel Teachers Engage online community of practice and provided training, technical assistance, and research support to projects such as the National High School Center, the Safe Schools Healthy Students initiative, and the National Resource Center for Mental Health Promotion and Youth Violence Prevention, as well as special education and early childhood education initiatives.

TA Team

Rob Mayo, Ph.D., leads NDTAC's technical assistance support for Part D coordinators and is NDTAC's State liaison for the 18 States in the Salmon Community and co-lead of the ND Prevention Community of Practice (CoP). As a senior technical assistance consultant at AIR, Dr. Mayo serves as the project director for the Cleveland Humanware/SEL (social-emotional learning) and the Cleveland Discipline Policy and Data analysis projects. He also serves as a technical assistance specialist for ED's three Promoting Student Resilience grantees through NCSSLE. In these roles, he provides virtual and direct technical assistance to State and district agencies and their interagency and community partners that support high-quality prevention, intervention, and social support services to youth and families. He earned a Bachelor of Science degree in journalism from Florida A&M University, a master's of education degree in guidance and counseling from Bowie State University, and a doctorate in educational leadership from the Lynch School of Education at Boston College.

David Blumenthal is NDTAC's State liaison for the 16 States in the Gold Community. In this role, he provides technical assistance to these Sates, organizes and facilitates community and topical calls, updates the ND Communities website, and performs other tasks in support of NDTAC's mission, including planning and organizing the national conference. Mr. Blumenthal has extensive experience in evaluating and providing direct technical assistance and professional development to schools, districts, and States in making data-based decisions and implementing early warning systems to identify students at risk of failing to meet educational milestones, such as on-time graduation and postsecondary readiness and persistence. Prior to joining AIR, Mr. Blumenthal served as a juvenile detention officer and then as a labor market analyst and program administrator for job training and employment services in a seven-county region of northwestern Indiana. He earned a bachelor's degree from Duke University and master's degree in public service management from DePaul University.

Katie Penkoff, Ph.D., is NDTAC's State liaison for the 18 States in the Teal Community and a senior technical assistance consultant at AIR. She has 25 years of experience working in education, social service,

government, and nonprofit sectors. Common threads throughout Dr. Penkoff's experiences are working with youth who are system involved (i.e., juvenile justice, child welfare, special education, mental health), with a strong emphasis on serving girls and young women, engaging in interagency collaboration, facilitating resource coordination, and assisting youth in secure care prepare for and transition to the community. As an NDTAC State liaison, she provides direct assistance to States, schools, communities, and parents seeking information on the education of children and youth who are considered neglected, delinquent, or at risk. Dr. Penkoff also serves as a consultant coordinator for the Center for Coordinated Assistance to States, an OJJDP-supported project, assessing the need for and coordinating the delivery of high-quality, research-driven training and technical assistance to improve juvenile justice policy and practice. She holds an interdisciplinary doctorate in special education focusing on education, disability, and juvenile justice from Arizona State University.

Data Analysis Team

Jake Sokolsky is the task leader of the NDTAC data team, which is responsible for all data-related assistance to State and local Part D coordinators, the compilation and analysis of State-submitted data, and various reports that highlight the aforementioned data. Mr. Sokolsky also is a researcher and data analyst at AIR for numerous projects in the education and justice fields. Mr. Sokolsky holds a dual bachelor's degree from the University of Maryland in criminology & criminal justice and psychology and a master's degree in criminal justice with a specialization in criminal behavior from the University of Cincinnati.

Joseph Kathan is a member of the NDTAC data team and a research associate at AIR. In this role, he provides data support and analysis of State-submitted data and various reports that highlight the aforementioned data. Mr. Kathan also provides analysis, communication, dissemination, and meeting support for a project funded under the Individuals with Disabilities Education Act. Prior to joining AIR, he worked as a student case manager for the Check and Connect program in Minneapolis, Minnesota. Kathan holds a bachelor's degree from Grinnell College.

Jenna Collins is a member of the NDTAC data team and a research associate at AIR. In this role, she provides program support to the Center on Standards, Alignment, Instruction, and Learning and NDTAC. Her other roles at AIR include a task lead for the Runaway and Homeless Youth Management Information System, a Health and Human Services Technical Assistance Center Help Desk that aids grantees in working through issues related to submitting data for youth experiencing homelessness. Ms. Collins also is a team member on a national school climate survey help desk that works with a wide audience (e.g., researchers, teachers, administrators, districts, and schools). Previously, she worked with the Western and Pacific Child Welfare Implementation Center to enhance the capacity of State and Tribal child welfare systems to achieve sustainable system change, resulting in improved service delivery and well-being outcomes for children, youth, and families. Ms. Collins earned a bachelor's degree in social work from Grand Valley State University.

Additional Team Members

Greta Colombi, a task lead for the NDTAC evaluation and co-lead for the ND Prevention CoP, has nearly 20 years of experience in providing technical assistance, program monitoring and reporting, and research in both the education and the health and human services fields. Ms. Colombi has been part of the NDTAC team since 2007 and currently is working to bring together education and justice leaders from across the United States to use positive discipline approaches that prevent children from entering the juvenile justice system and promote positive student outcomes. Ms. Colombi also is deputy director of NCSSLE. In addition to managing NCSSLE's day-to-day work, she is responsible for strategizing and coordinating product development, developing and updating NCSSLE's online resources, and identifying and vetting experts for NCSSLE and grantee activities. She earned a bachelor's degree in psychology and urban studies at the University of Pittsburgh and a master's degree in social sciences from the University of Chicago.

Okori Christopher, a project technology specialist at AIR, has been a member of the NDTAC team since 2013. He works on content management and editorial services for NDTAC's website and manages Listserv communications. In addition, Mr. Christopher provides technology support to the Center for Coordinated Assistance to States and serves as a task leader for the Computer Science for All Teachers community and the National Resource Center. He holds a master's degree in criminal justice, specializing in juveniles, from the University of Baltimore and a Bachelor of Science degree in psychology from Morgan State University.

Kia Jackson is a research assistant at AIR working on multiple efforts (including NDTAC). She provides analytical and administrative support to evaluation and technical assistance projects focusing on at-risk youth, youth prevention, juvenile justice, child welfare, and youth who are neglected or delinquent. Primary responsibilities include creating support materials, supporting technical assistance requests, developing Web content and newsletters, coordinating meetings, and data management and descriptive analysis. Ms. Jackson provides support for ND Prevention, which includes disseminating the bimonthly ND Prevention E-Digest newsletter, developing materials for specialized technical assistance requests, and coordinating and hosting Webinars. Other responsibilities include assisting with OJJDP State calls, responding to client and State requests, and managing materials for on-site conferences and meetings. Ms. Jackson holds a bachelor's degree in human development and family science from George Mason University.

Participants

Valerie Ashton-Thomas
ND Coordinator
Maryland State Department of
Education
valerie.ashton-thomas@maryland.gov

Ratasha Bradley
Grant Administrator
Illinois State Board of Education
rbradley@isbe.net

Beth Chaplin
ND Coordinator
Minnesota Department of Education
beth.chaplin@state.mn.us

James Dargati
ND Coordinator
Connecticut State Department of
Education
James.dargati@ct.gov

Shelly Ellis
Deputy Superintendent of Student
Support
Oklahoma State Department of
Education
shelly.ellis@sde.ok.gov

Chelsey Fortin-Trimble
Elementary and Secondary Education
Act Federal Programs Director
Maine Department of Education
chelsey.a.fortin@maine.gov

Pat Frost
ND Coordinator
Nebraska Department of Education
pat.frost@nebraska.gov

Christy Hendricks
ND Coordinator
Montana Office of Public Instruction
chendricks@mt.gov

Karen Auble
ND Coordinator
Ohio Department of Education
karen.auble@education.ohio.gov

Dawn Carmody
ND Coordinator
Michigan Department of Education
carmodyd1@michigan.gov

Heidi Clyborne
Education Consultant
New Hampshire Department of
Education, Bureau of Student
Support
heidi.clyborne@doe.nh.gov

Debbie Dean
Title I Coordinator
Crossnore School & Children's Home
ddean@crossnore.org

Jennifer Engberg
ND Coordinator
Oregon Department of Education
jennifer.engberg@ode.state.or.us

Tiffany Frierson
ND Coordinator
Virginia Department of Education
tiffany.frierson@doe.virginia.gov

LaNetra Guess
ND Coordinator
Texas Education Agency
lanetra.guess@tea.texas.gov

Adam Henning
ND Coordinator
Oregon Department of Education
adam.henning@ode.state.or.us

Rachel Beech
ND Coordinator
Kansas State Department of
Education
rbeech@ksde.org

Evangeline Casinas
ND Coordinator
Hawaii Department of Education
evangeline_casinas@notes.k12.hi.us

Ada Daniels
ND Coordinator
Washington Office of
Superintendent of Public
Instruction
ada.daniels@k12.wa.us

Karen DeCoster
ND Coordinator
Massachusetts Department of
Education
kdecoster@doe.mass.edu

Stephanie Enos
ND Coordinator
Rhode Island Department of
Education
stephanie.enos@ride.ri.gov

Daniel Froemel
ND Coordinator
Tennessee Department of Education
daniel.froemel@tn.gov

Basil Harris
ND Coordinator
South Carolina Department of
Education
bharris@ed.sc.gov

Laura Johnson-Frame
ND Coordinator
South Dakota Department of
Education
laura.johnson-frame@state.sd.us

Participants (cont.)

Tiffany Jones
ND Coordinator
Mississippi Department of Education
ttjones@mdek12.org

Thomas Kirk
ND Coordinator
Oklahoma State Department of
Education, Office of Federal
Programs
thomas.kirk@sde.ok.gov

Carrie Kouba
ND Coordinator
Montana Office of Public
Instruction
carrie.kouba@mt.gov

Kenneth Krawchuk
ND Coordinator
Pennsylvania Department of
Education
kkrawchuk@pa.gov

Alison Losey
ND Coordinator
District of Columbia Office of the
State Superintendent of Education
alison.losey@dc.gov

Meg McCullough
ND Coordinator
Indiana Department of Education
mmccullough2@doe.in.gov

Geri McMahon
ND Coordinator
Iowa Department of Education
geri.mcmahon@iowa.gov

Brian Moore
ND Coordinator
Delaware Department of Education
brian.moore@doe.k12.de.us

Amber Murray
Principal Consultant for Title
Grants
Illinois State Board of Education
amurray@isbe.net

Kristine Nadolski
ND Coordinator
Wisconsin Department of Public
Instruction
kristine.nadolski@dpi.wi.gov

Stacey Noll
Data Coordinator
Kansas State Department of
Education
snoll@ksde.org

Kyle Peaden
ND Coordinator
Wisconsin Department of Public
Instruction
kyle.peaden@dpi.wi.gov

Suzanne Peck
ND Coordinator
Idaho State Department of Education
speck@sde.idaho.gov

Kristi Peters
Coordinator, Research and
Evaluation
Maryland State Department of
Education
kristi.peters@maryland.gov

James Popp
ND Coordinator
North Carolina Department of
Public Instruction
james.popp@dpi.nc.gov

Angela Porter
Education Unit Supervisor
Delaware Department of Services for
Children, Youth and their Families
angela.porter@delaware.gov

Tara Rodriguez
Director
Kentucky Department of Education
tara.rodriguez@education.ky.gov

LaDonna Rudolph
Education Specialist
Alabama State Department of
Education
lrudolph@alsde.edu

Mary Russman
ND Coordinator
New York State Education Department
mary.russman@nysed.gov

Karen Seay
Director, Federal Programs
Idaho Department of Education
kseay@sde.idaho.gov

Monica Shack
ND Coordinator
Kentucky Department of Education
monica.shack@education.ky.gov

Amber Skaggs
ND Coordinator
Kentucky Department of Education
amber.skaggs@education.ky.gov

Karen Steinhaus
ND Coordinator
California Department of Education
ksteinhaus@cde.ca.gov

Kenneth Stowe
ND Coordinator
New Mexico Public Education
Department
kenneth.stowe@state.nm.us

Participants (cont.)

Francine Stromberg
ND Coordinator
New Jersey Department of Education
francine.stromberg@doe.nj.gov

Monique Sullivan
Title I Program Coordinator
Maine Department of Education
monique.sullivan@maine.gov

Colin Usher
ND Coordinator
Nevada Department of Education
cusher@doe.nv.gov

Christina Wales
ND Coordinator
Missouri Department of Elementary
and Secondary Education
christina.wales@dese.mo.gov

Kravien White
Program Specialist IV
Florida Department of Education
kravien.white@fldoe.org

Presenters

Mike Anderson
Attorney
Division of Elementary, Secondary,
Adult, and Vocational Education
ED

Frank Brogan
Assistant Secretary for Elementary
and Secondary Education
ED

Ramón de Azua
Senior Consultant
Keleher and Associates
ramondeazua@keleherassociates.com

Peter Forbes
Commissioner
DYS
peter.j.forbes@state.ma.us

Kathleen Guarino
Senior technical assistance
consultant
NCSSLE
kguarino@air.org

Caren Harp
Administrator
OJJDP

John McLaughlin
Program Manager
OSSA, Office of Elementary and
Secondary Education, ED
john.mclaughlin@ed.gov

Faatimah Muhammed
Supervisory Education Program
Specialist
OSSA, Office of Elementary and
Secondary Education, ED
faatimah.muhammad@ed.gov

Nicholas Read
Senior Research Associate
AIR
nread@air.org

Josie Skinner
Attorney
Division of Elementary, Secondary,
Adult, and Vocational Education,
ED

Libby Witt
Education Program Specialist
OSSA, Office of Elementary and
Secondary Education, ED
elizabeth.witt@ed.gov

NDTAC Team

David Blumenthal
State Liaison (Gold)
AIR
dblumenthal@air.org

Okori Christopher
Technology Specialist
AIR
ochristopher@air.org

Jenna Collins
Data Team Member
AIR
jtweedie@air.org

Greta Colombi
Evaluation Lead/SSDCoP Co-Lead
AIR
gcolombi@air.org

Ramón L. de Azua
Senior Consultant
Keleher & Associates LLC
ramon.deazua@keleherassociates.com

Simon Gonsoulin
Project Director
AIR
sgonsoulin@air.org

Kia Jackson
Research Assistant
AIR
kjackson@air.org

Joseph Kathan
Data Team member
AIR
jkathan@air.org

Rob Mayo
State Liaison (Salmon) and Team Lead
AIR
rmayo@air.org

David Osher
Principal Investigator
AIR
dosher@air.org

Katie Penkoff
State Liaison (Teal)
AIR
cpenkoff@air.org

Michelle Perry
Deputy Project Director
AIR
mperry@air.org

Jake Sokolsky
Data Team Lead
AIR
gsokolsky@air.org

Federal Guests

Supreet Anand
Deputy Director
Office of English Language Acquisition, ED
supreet.anand@ed.gov

Irene Harwarth
Education Program Specialist
OSSA, Office of Elementary and Secondary Education, ED
irene.harwarth@ed.gov

Patrick Rooney
Acting Director
OSSA, Office of Elementary and Secondary Education, ED
patrick.rooney@ed.gov

Charles Ramey
TLSP Intern
OSSA, Office of Elementary and Secondary Education, ED

Ruth Ryder
OESE Deputy Assistant Secretary for Policy and Programs
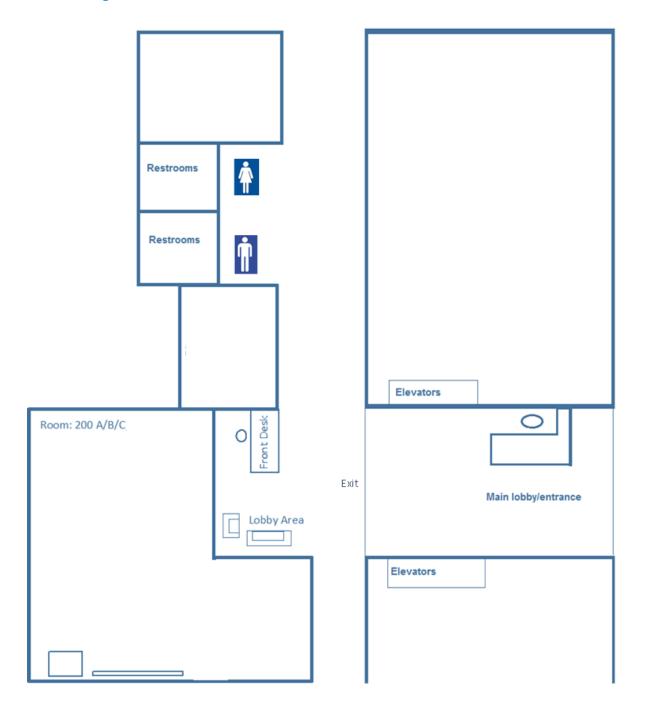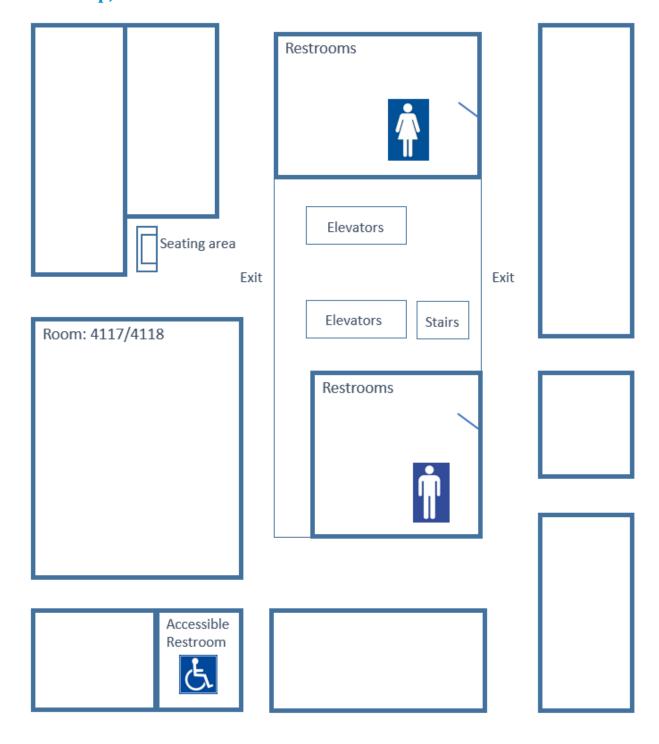OSSA, Office of Elementary and Secondary Education, ED
ruth.ryder@ed.gov

Peter Willis
TLSP Intern
OSSA, Office of Elementary and Secondary Education, ED

This page has been intentionally left blank.

Floor Map, 2nd Floor

Restrooms

Restrooms

Room: 200 A/B/C

Front Desk

Elevators

Exit

Main lobby/entrance

Lobby Area

Elevators

Floor Map, 4th Floor

Restrooms

Elevators

Seating area

Exit

Exit

Room: 4117/4118

Elevators

Stairs

Restrooms

Accessible Restroom

Area Maps and Directions

American Institutes for Research
1000 Thomas Jefferson Street NW, Washington, DC 20007
Phone: 202-403-5000

(1) Mount Zion Cemetery
(2) Oak Hill Cemetery's
(3) Dumbarton Oaks
(4) Tudor Place
(5) Thornton's St. John's Church
(6) Cox's Row
(7) 3307 N Street
(8) Georgetown University
(9) Exorcist Steps
(10) The Old Stone House
(11) C&O Canal Towpath
(12) Washington Harbour

I-95 North Bound/Richmond to AIR's Parking Garage:
Follow I-95 to I-395 North to Washington.
From I-395 North, take exit 8 to Number 27 Washington Boulevard and Rosslyn.
Follow Washington Boulevard past the Pentagon on your right.
Take the exit off Washington Boulevard for the Memorial Bridge.
Go over bridge, staying in your left lane.
Once across the bridge, merge left around the Lincoln Memorial.
Take a left on 23rd Street.
At the traffic circle, take the fourth exit onto K Street.
Take the ramp on the left onto US-29 S/K Street.
Continue to follow US-29 S.
Turn left toward K Street.
Take the 1st right onto K Street.
Turn right into the Colonial Parking garage.
3100 K Street, **self-parking only.**

From I-270 to AIR's Parking Garage:
Take I-270 East to I-495 South
Take exit 40 (the Cabin John Parkway).
Follow Cabin John Parkway South to Clara Barton Parkway (Canal Road).
Follow Clara Barton Parkway East about six miles to M Street.
Turn right onto Wisconsin Avenue NW
Turn left onto K Street.
Turn right into the Colonial Parking garage.
3100 K Street, **self-parking only.**

Walking to AIR from Colonial Parking
Take the elevator to the K Street exit.
Head east on K Street toward 31st Street.
Turn left onto Thomas Jefferson Street. AIR is located on the left.

Melrose Hotel Georgetown

2430 Pennsylvania Ave NW, Washington, DC 20037
Phone: 202-955-6400

From Reagan National Airport (DCA) to Melrose Hotel via GW Parkway:

Follow George Washington Memorial Pkwy toward Washington.
From George Washington Memorial Pkwy, take the exit toward US-50W/Memorial Bridge/Arlington Cemetery.
Merge onto Washington Blvd, keep right
Merge onto S Arlington Blvd
Exit at Rosslyn and merge onto N Lynn St
Follow N Lynn St, which becomes Francis Scott Key Bridge
Stay in the right lane over the bridge
Turn right to take the ramp onto Whitehurst Fwy NW (before the light)
Follow Whitehurst Fwy NW, which becomes K St NW
Keep right to stay on K St NW
Make a U-turn at 24th St NW
The hotel is on the right.

From Dulles International Airport (IAD) to Melrose Hotel via GW Parkway:

Follow George Washington Memorial Pkwy toward Washington.
Continue on George Washington Memorial Pkwy for 8 miles.
Take the exit for US-29 N/Key Bridge toward Washington
From Key Bridge, turn right to take the ramp onto Whitehurst Fwy NW (before the light)
Follow Whitehurst Fwy NW, which becomes K St NW
Keep right to stay on K St NW
Make a U-turn at 24th St NW
The hotel is on the right.

(1) Mount Zion Cemetery
(2) Oak Hill Cemetery's
(3) Dumbarton Oaks
(4) Tudor Place
(5) Thornton's St. John's Church
(6) Cox's Row
(7) 3307 N Street
(8) Georgetown University
(9) Exorcist Steps
(10) The Old Stone House
(11) C&O Canal Towpath
(12) Washington Harbour

Walking Directions

From Melrose Hotel to American Institutes for Research

Head northwest on Pennsylvania Ave NW toward 25th St NW (0.3 miles)

Continue on M St NW (0.1 miles)

Turn left on Thomas Jefferson St NW (0.2 miles)

AIR will be on your right (1000 Thomas Jefferson St NW)

American Institutes for Research
1000 Thomas Jefferson Street NW, Washington, DC 20007
Phone: 202-403-5000

Shuttle Schedule

There will be a complimentary shuttle between AIR and the Melrose Hotel during the conference. The following schedule reflects anticipated shuttle pickup times.

Date	Pickup time	Pickup location
Tuesday, June 4	8:15 a.m.	Melrose Hotel
	8:30 a.m.	Melrose Hotel
	5:30 p.m.	AIR
	5:45 p.m.	AIR
Wednesday, June 5	8:15 a.m.	Melrose Hotel
	8:30 a.m.	Melrose Hotel
	5:15 p.m.	AIR
	5:30 p.m.	AIR
Thursday, June 6	8:15 a.m.	Melrose Hotel
	8:30 a.m.	Melrose Hotel
	1:45 p.m.	AIR
	2:00 p.m.	AIR

This page has been intentionally left blank.

Georgetown Restaurants

Restaurant	Address	Cuisine
Close to AIR		
Farmers, Fishers, Bakers	3000 K Street / Harbour	American
The Grill Room	1050 31st Street	American
Mr. Smith's of Georgetown	3205 K Street	American
Bourbon Steak	3100 South Street / Ritz	American
Nick's Riverside Grille	3050 K Street / Harbour	American
The Alex (Inside the Graham Hotel)	1075 Thomas Jefferson St NW	American
Chez Billy Sud	1039 31st Street	French
Snap	1062 Thomas Jefferson Street	French
Ri Ra Irish Pub	3125 M Street	Irish
Taj of India	2809 M Street	Indian
Fiola Mare	3050 K Street	Italian
Il Canale	1063 31st Street	Italian
Flavio Restaurant	1073 31st Street	Italian
Ristorante Piccolo	1068 31st Street	Italian
Moby Dick House of Kabob	1071 31st Street	Mediterranean
Guapo's of Georgetown	3050 K Street NW, Suite WG60	Mexican
Cafe Cantina	3050 K Street / Harbour	Pizza
Sweetgreen	1044 Wisconsin Avenue	Salad & Soup
Sequoia Restaurant	3000 K Street / Harbour	Seafood
Tony & Joe's Seafood Place	3000 K Street / Harbour	Seafood
Mate	3101 K Street	Sushi
Bangkok Joe's	3000 K Street	Thai
American		
1789 Restaurant	1226 36th Street	
Clyde's of Georgetown	3236 M Street	
Martin's Tavern	1264 Wisconsin Avenue	
Morton's The Steakhouse	3251 Prospect Street	
Peacock Cafe	3251 Prospect Street	
Seasons Restaurant	2800 Pennsylvania Avenue	
The Tombs	1226 36th Street	
Burgers		
Good Stuff Eatery	3291 M Street	
Johnny Rockets	3131 M Street	
Thunder Burger and Bar	3056 M Street	
Deli / Subs		
Booeymonger	3265 Prospect Street	
Subway Sandwich Shop	2517 Pennsylvania Avenue	

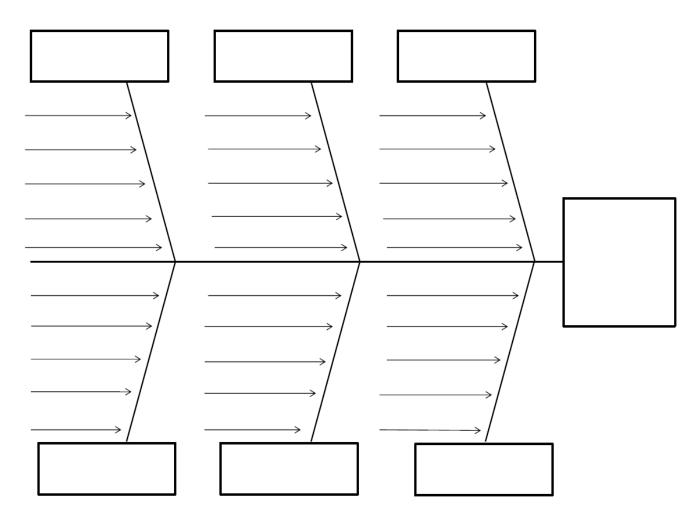| Restaurant	Address	Cuisine
French		
Bistrot Lepic & Wine Bar	1736 Wisconsin Avenue	
Cafe Bonaparte	1522 Wisconsin Avenue	
La Chaumiere	2813 M Street	
Le Pain Quotidien	2815 M Street	
Patisserie Poupon	1645 Wisconsin Avenue	
Italian		
Cafe Milano	3251 Prospect Street	
Filomena Ristorante	1063 Wisconsin Avenue	
Ristorante La Perla of Washington	2600 Pennsylvania Ave NW #101	
Mediterranean		
George's King of Falafel	1205 28th Street	
Mexican/Spanish		
Bodega Spanish Tapas & Lounge	3116 M Street	
Chaia	3207 Grace Street	
Chipotle	3255 M Street	
Don Lobo's	2811 M Street	
El Centro D.F.	1218 Wisconsin Avenue	
Los Cuates	1564 Wisconsin Avenue	
Pizza		
Manny & Olga's Pizza	1641 Wisconsin Avenue	
Pizza Movers	1618 Wisconsin Avenue	
Pizzeria Paradiso	3282 M Street	
Seafood		
Luke's Lobster Georgetown	1211 Potomac Street	
BlackSalt Fish Market and Restaurant	4883 MacArthur Blvd NW	
Grillfish	1200 New Hampshire Ave NW	
Thai		
Basil Thai Restaurant	1608 Wisconsin Avenue	
Charm Thai	2514 L St NW	
I-Thai Restaurant & Sushi Bar	3003 M Street	
Mai Thai	3251 Prospect Street	
Soi 38	2101 L St NW	
Vietnamese		
Vietnam Georgetown Restaurant	2934 M Street	
Miss Saigon Vietnamese Cuisine	3057 M Street	
Simply Banh Mi	1624 Wisconsin Ave NW	
Sprig and Sprout	2317 Wisconsin Ave NW	

Handouts

This page has been intentionally left blank.

Fishbone Diagram Worksheet

In the following diagram, enter a key challenge in the "head" of the fishbone. For each "bone" of the diagram, identify and record a contributing cause. Each cause should directly relate to the key challenge and be supported by evidence.

This page has been intentionally left blank.

Activity 1: Getting to the Root of Performance Issues

Directions: In small groups, discuss the possible reasons behind the following scenarios, each based on data from Fast Facts, data workbooks, or other data sources. Then decide what you would do to: (1) test your assumptions about the root cause(s) of the problem and (2) consider what additional data—qualitative or quantitative—you would need to better understand the issue(s).
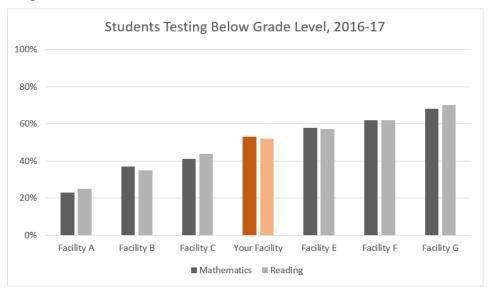
1. **Data reports for your program indicate that Hispanic or Latino students have a lower high school completion rate than students of other ethnicities.**

2. **Cross tabulations of reading achievement indicate that students in one detention facility are performing significantly more poorly than students in another detention facility.**

3. **Data show that male students are earning high school diplomas at a lower rate than female students in a program.**
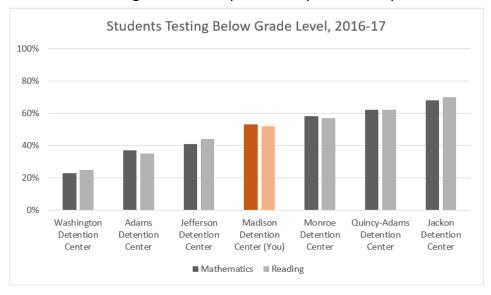
Activity 2: Improving Data Quality

Directions: Work in small groups to answer the following questions based on the data exhibits on the following page.

1. Of the exhibits on the following page, which do you think would provide the greatest motivation to subgrantees for improving the quality of their data?

2. What other ways can this information be displayed that you might like to use? Draw or explain the exhibit.

3. Of the exhibits on the following page and your example, which would you be most comfortable using with your own subgrantees? Why?

4. What are the barriers to sharing data and data quality results with your subgrantees? What are some solutions?

Exhibit 1: Allow subgrantees to maintain anonymity when comparing their data to other subgrantees.

Students Testing Below Grade Level, 2016-17

Facility A, Facility B, Facility C, Your Facility, Facility E, Facility F, Facility G

■ Mathematics ■ Reading

Exhibit 2: Show subgrantees exactly where they rank in comparison to other subgrantees (public).

Students Testing Below Grade Level, 2016-17

Washington Detention Center, Adams Detention Center, Jefferson Detention Center, Madison Detention Center (You), Monroe Detention Center, Quincy-Adams Detention Center, Jackon Detention Center

■ Mathematics ■ Reading

Exhibit 3: Use a rubric or report card to demonstrate which subgrantees are meeting expectations in relation to outcomes or data quality.

	Key Outcome Indicators				
Subgrantee Facility	Earning High School Course Credit	Earning a GED or High School Diploma	Improved on Reading From Pre- to Post-Tests	Improved on Mathematics From Pre- to Post-Tests	Meeting Expectations?
Goal	*40%*	*20%*	*50%*	*50%*	
Facility A	20%	5%	30%	20%	No
Facility B	50%	40%	75%	75%	Yes
Facility C	35%	20%	45%	30%	No

This page has been intentionally left blank.

A National Look: Title I, Part D–Funded Program Support Guiding Principles for High-Quality Correctional Education

How can Part D coordinators use this information?

- Disseminate *Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings*[2] and national survey findings to policymakers, subgrantees, and other relevant stakeholders in your State.

- Use the *Guiding Principles* guidance and package and the national survey findings to gain a better understanding of how services by individual Subpart 1 and Subpart 2 subgrantees in your State align with national results.

  o Utilize that understanding in the design and delivery of technical assistance activities in your State.

  o Incorporate that understanding in the evaluation of Part D funding applications.

- As part of programmatic monitoring activities, Part D coordinators may consider incorporating into their monitoring protocols specific actions and questions aligned to the *Guiding Principles.*

Examples

Guiding Principle I

- Request facility, classroom, and student behavior management policies and procedures.

- Conduct contextual observations to assess school climate.

- Visit facilities (including unannounced).

- Review and share NDTAC resources:

  o *Issue Brief: Improving Conditions for Learning for Youth Who Are Neglected or Delinquent*[3]

  o *Issue Brief: Supporting Student Achievement through Sound Behavior Management Practices in Schools and Juvenile Justice Facilities: A Spotlight on Positive Behavioral Interventions and Supports (PBIS)*[4]

Guiding Principle II

- Carefully review budgets submitted in funding applications. Request more detail if needed.

- Ensure funds used for personnel are still being used supplementally.

- Request facility needs assessments (required for facilities implementing institutionwide projects).

- Crosswalk Federal, State, and local funds used by agencies and facilities receiving Part D funds.

---

[2] Available at https://www2.ed.gov/policy/gen/guid/correctional-education/guiding-principles.pdf
[3] Available at https://neglected-delinquent.ed.gov/sites/default/files/NDTAC-ImprovingConditionsForLearning-IssueBrief.pdf
[4] Available at https://neglected-delinquent.ed.gov/sites/default/files/docs/SupportingStudentAchievement.pdf

Guiding Principle III

- Ask: Are State- and/or district-provided professional development opportunities open to facility staff?

- Ask: How does the educational program ensure that its teachers are certified, as required by the State, and are teaching within their credentialed content areas?

- Ask: How does the State agency or local facility endeavor to attract and retain qualified teachers and support staff for their educational program?

- Request teacher evaluation (and recognition) procedures.

- Include facility teachers in State and local "teacher of the year" activities for your State.

Guiding Principle IV

- Promote connections with local community colleges and training schools wherever possible (partnerships, memoranda of understanding).

- Request the facility school's curricula.

- Encourage increased use of student performance data (inclusive of students taking high-stakes State or district assessments).

- Review and share NDTAC resources:

    o *Adolescent Literacy Guide: Meeting the Literacy Needs of Students in Juvenile Justice Facilities (Second Edition)[5]*

    o *Strategy Guide: Making It Count: Strategies for Improving Mathematics Instruction for Students in Short-Term Facilities (Second Edition)[6]*

Guiding Principle V

- Ask: How does the State agency or local facility track the number of students returning to school and whether the students obtained a high school diploma or GED?

- Ask: What types of support does the State agency or local facility provide for students after release and for how long?

- Promote use of funds to support dedicated transition coordinator, staff, and activities (especially those staff and activities that track youth 30, 60, 90, and 120 days after exit).

- Request to review copies of student transition plans and education discharge summaries (records).

- Have leadership identify the designated transition coordinator; conduct an interview with this person to confirm processes, protocols, and activity outcome data.

- Bust data-sharing myths (i.e., State statutes prevent collecting after-exit data).

---

[5] Available at https://neglected-delinquent.ed.gov/resource/ndtac-guide-meeting-literacy-needs-students-juvenile-justice-facilities-second-edition
[6] Available at https://neglected-delinquent.ed.gov/sites/default/files/NumeracyGuide2018-508.pdf

ND Communities Working Meetings

Types of Facilities[7]

Subpart 1

- **Neglected Institution**—An institution for children and youth who are neglected is a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law due to (1) abandonment, (2) neglect, or (3) death of their parents/guardians. For Subpart 1 purposes, these facilities must have an average length of stay of 30 days.
- **Delinquent Institution**—An institution for children and youth who are delinquent is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Delinquent facilities include facilities for detention, juvenile corrections, and adult corrections. For Subpart 1 purposes, these facilities must have an average length of stay of 30 days.
- **Community Day Program**—A regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.
- **Adult Correctional Institution**—A facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense.

Subpart 2

- **Community Day Program**—A community day program is a regular program of instruction provided at a community day school operated specifically for children and youth who are neglected or delinquent.
- **Locally Operated Correctional Facility**—A facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the State that serves children and youth who are delinquent.

---

[7] From (1) Subpart 3: Section 1432 of the statute (https://neglected-delinquent.ed.gov/title-i-part-d-statute#sec1432) and (2) NDTAC's Part D Glossary (https://neglected-delinquent.ed.gov/title-i-part-d-glossary

This page has been intentionally left blank.

Notes

Notes

Notes

Notes

Notes

Notes